



Reform Redesign Report

Noble Elementary-Middle School

Detroit City School District

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Introduction

As a school identified by the Michigan Department of Education as a Priority school, you are required to select one of the four federal models for your reform/redesign plan. If your school is selecting the closure or restart models, you should contact the School Reform Office to discuss the next steps for implementing and documenting this effort. If selecting either the Transformation or Turnaround model, you should review and respond to all individual requirements of the selected model. These plans are reviewed and need to be approved by the School Reform Officer.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Noble Elementary - Middle School is a public school in the Detroit City School District. It serves students from preschool through eighth grade in a geographic area that extends both north and south of the I-96 expressway and east and west of Wyoming Ave. Though the physical conditions in the surrounding neighborhood are indicative of deterioration, enrollment is up. With 98% of the students coming from the immediate neighborhood, many experience the physical and psychological effects of walking to school past burned, condemned and abandoned houses, and overgrown, empty lots. Approximately 90% of Noble families are economically challenged due to high local unemployment. Despite the hardships and challenges, Noble families are loyal to the school and the neighborhood; many are second and third generation students. Many parents and grandparents have positive memories of the school and are willing to volunteer to improve the educational experience for our current students.

In the recent past, Noble has had a negative reputation in the community, both as an academic institution and for the behavior of its students. MEAP scores have lagged behind district and state averages for several years, achieving Adequate Yearly Progress (AYP) only four times in the past twelve years. With achievement data inconsistent since 2000, the school has also failed to achieve AYP for attendance over the past three years.

Demographic data indicates our students are 56% male and 44% female, 98% black, 1% white and 1% multiracial. Students with disabilities comprise 22% of our total enrollment, and the total number of students with disabilities is 104. We have no students identified as Limited English Proficient. Economically disadvantaged students make up 91% of our student population, while 89% of our students have been at Noble at least a full academic year.

The Noble community has been impacted by the economic downturn that has affected the Detroit area in the past seven years or so. Unemployment has been a major challenge, with re-education for new jobs a predominant need. The immediate school community is troubled by gang activity, which has spilled over into the school in years past.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Noble Elementary - Middle School Mission Statement

Noble Elementary - Middle School will strive to successfully educate all regardless of previous academic performance, socioeconomic status, race or gender. We will accomplish this mission by providing a data-driven, student centered learning environment, incorporating writing, communication skills and technology with a strong academic curriculum. Through the collaboration of home, school and community, we will prepare our students to be lifelong learners and productive citizens of the 21st century.

Noble Elementary - Middle School Vision Statement

Noble Elementary - Middle School will be a leader in academic achievement so that our students will be prepared to achieve academic excellence in all competitive settings. Our goals, like the district goals, are to improve student achievement and enhance their technology abilities by providing a clean, safe and healthy school environment.

Noble Elementary-Middle School Beliefs Statement

We believe:

- *that all students can improve student achievement
- *that we will maintain a clean, safe and supportive learning environment that promotes self-discipline, motivation and excellence in learning
- *in improving parental and community involvement to foster healthy physical, emotional and academic development

The Noble School Mission and Vision Statements are currently under revision to reflect the changes in expectations both for students and for graduates. The new statements will include a profile of the learner we will strive to send forward into higher education and the global marketplace.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Noble Elementary - Middle School has been known more for negatives than positives in the recent past. Acquisition of Adequate Yearly Progress has been fleeting, with academic achievement and attendance the major challenges. Student behavior has also been a challenge, with fights and disruptive behavior occurring daily. Students have felt threatened, and the number one concern expressed by parents was a fear for their child's safety.

Changes have already occurred at Noble since the beginning of the 2012-13 school year, with the new principal and staff taking a strong stance against bullying and violence. Through consistent application of the DPS Student Code of Conduct, school administration has sent the message that threats and violence will not be tolerated. Parents and volunteers have expressed a noticeable improvement in the cleanliness of the school, as well as the climate. The halls are more orderly, the students on task, and the environment is more conducive to learning.

Noble School has several dedicated DPS Volunteer Reading Corps volunteers who work weekly with our PK-2 students. We have also developed a partnership with some young college students from the University of Michigan Detroit Partnership. They drive in from Ann Arbor each week to work with small groups of first grade students. Another group of U of M students from the Michigan Performance Outreach Workshop has invited our students to visit the campus for an arts-enriched experience. We will continue to explore partnerships and opportunities for our students to expand their experiences and provide powerful, positive role models. .

Despite its many challenges, the Noble community has a small, but active parent group. Together with the Littlefield Association, a local neighborhood group, and the Greater Southern Baptist Church, a nearby faith-based organization, they are involved in the school and the surrounding community. Over the past four years, they have partnered with the school to acquire a Safe Routes to School Grant, which improved crosswalks and curb cuts, and installed traffic control devices and speed limit signs along the school frontage. To ensure the safety of students walking to school, the parents have participated in a program called Safe Links, in which they posted parents on each corner to relay students along the route to school. The neighborhood association has raised funds and obtained grants to build a playground in the public park adjacent to the school. Our students enjoy the safe and colorful playground equipment and basketball court, which becomes a neighborhood gathering place after the school day. The parent group, church and neighborhood association will be real assets to the transformation efforts, as they have a true stake in the future of Noble School and our students.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

The Noble Elementary - Middle School staff is intent and focused on transforming the school into a learning center, which benefits the students and their families. With this in mind, we will nurture the physical, social, emotional and academic needs of our diverse group of learners and support their parents as we partner to ensure success for each of them.

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness, which includes replacing the principal who led the school prior to commencement of the transformational model; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support.

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

Angela Broaden, School Principal angela.broaden@detroitk12.org
Claudia Pinkston, Academic Engagement Officer claudia.pinkston@detroitk12.org
Danielle Penson, Communities in Schools Site Coordinator/Therapist danielle.penson@gmail.com
John Boutros, School Transformation Facilitator jboutros@jhu.edu
Yvonne Brown, Parent/LSCO President brown.yvonne32@yahoo.com
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Anthony Roberson, Elementary Teacher anthony.roberson@detroitk12.org
Tara Turrentine, Elementary Teacher tara.turrentine@detroitk12.org
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Maxine Mills, School Improvement Facilitator maxmmills@aol.com
Gloria Waters, Intervention Specialist watersgl@msu.edu

PART B: TEACHING AND LEARNING PRIORITIES

State 2-3 big ideas for your reform/redesign plan that are intended to change teaching and learning in your school. At least one of these should be instructional in nature. (These should come from the data dialogue that initiates your planning efforts.)

The staff of Noble Elementary-Middle School has adopted the Transformation Model to change a school culture, which has resulted in persistently low achievement over the past two years. The new principal has interviewed and hired a new staff, building a highly qualified team to implement rigorous curriculum through differentiated instruction to ensure academic success for all students. Already in evidence are high expectations for all students in Pre-K through grade eight. The administrative team, representing elementary and middle school, general and special education interests, has one year to create a reform/redesign plan, which will be followed by three years of plan implementation.

Beginning in August 2012, before students arrived, the team began a careful analysis of school data. In analyzing the causes of the school's persistently low achievement, the staff has identified low average daily attendance, a high disciplinary suspension rate, as well as instruction that has failed to meet the wide range of student needs. These three aspects of school culture are closely intertwined, as poor attendance and disruptive behavior create a culture that impacts student achievement. Conversely, students who struggle to achieve often lack motivation to attend school or manifest disruptive behavior, which results in classroom interruptions and disciplinary suspensions. Thus, truly raising student achievement requires that we address school culture as well as improve instruction. To do this we have partnered with Diplomas Now, a research-based program focused on early intervention to prevent school drop-outs, funded through the Investing in Innovation (i3) Validation Grant from the U.S. Dept of Education. (pending contractual agreement)

Research conducted at Johns Hopkins University determined that young people at risk required more than good instruction to succeed in school. They piloted a program, which provided intensive academic and social-emotional support through the collaborative efforts of three organizations. Talent Development Secondary Program at Johns Hopkins in cooperation with City Year, an Americorps non-profit, and Communities in Schools, a community-based support organization comprise a wrap-around model, which supports students and their families to increase the odds of academic success. The Diplomas Now model has four key components: effective whole-school reform, an early-warning system, the "strategic deployment of near peers" and a team-based approach. The investment of human resources will allow for rich collaboration for the benefit of our students.

To create a culture, which supports students' academic, social, emotional and physical well-being, we will collaborate with the Diplomas Now team to identify students through early warning indicators. This system will be linked to tiered interventions for attendance, behavior and academic performance. A schoolwide attendance program will reward improving attendance with positive recognition, group and individual incentives. The team-based approach will build classroom community for all students, while the Communities in School site coordinator will organize targeted interventions such as grief and anger management groups, mental health and family supports.

Since effective classroom management and building-wide discipline are essential to support teaching and learning, the team has recommended the adoption of Positive Behavior Interventions and Supports (PBIS) as a framework for identifying and adopting evidence-based interventions that enhance academic and social behavior outcomes for all students schoolwide. With the goal of reducing problematic behaviors and office referrals for suspension, the desired outcomes will be increased time for instruction, a reduction in teacher and administrative time spent on discipline, and an improvement in civility, mutual respect and overall school climate. The intended impact for individual students is the achievement of increased social and academic success.

These goals will be accomplished through professional development in PBIS strategies for all staff. We will tap into resources available

online at www.PBIS.org and through Wayne RESA and the Michigan Department of Education. We will develop a Noble Learner Profile, outlining positive character traits and attitudes which we will espouse and which incorporate PBIS themes. Assemblies and activities will be aimed at engaging students and their families in making positive contributions to the school environment.

We will focus our efforts to raise student achievement through a unified effort to improve instruction schoolwide. We will build strong foundational skills for literacy and numeracy, guided by the Common Core State Standards (CCSS). We will support our efforts with professional development for instructional staff, enhanced home-school communication, and technology integration. In English Language Arts (ELA), we will increase the amount of time students spend reading and writing every day, emphasizing informational text as required in the CCSS. In mathematics, we will focus on a concrete-representational-abstract instructional progression, while building competency with grade-appropriate basic facts, developing problem-solving skills, and utilizing content-area vocabulary in context. Grade-level teams will use the instructional learning cycle to track progress and guide ongoing efforts. We will target students needing strategic support through our afterschool program, and support students requiring intensive support through small group instruction in the classroom.

Balfanz, R. (2011). Back on track to graduate. *Educational Leadership*, 68(7), 54-58.

Diplomas Now nurtures the whole child. (2012, Nov/Dec). *American teacher: The national publication of the American Federation of Teachers*, 97(2), 18, 26.

Gewertz, C. (2009). "Diplomas Now" Offers Potential Dropouts Lots of Help. *Education Week*, 29(15), 16-18.

State what data were used to identify these ideas.

Though data analysis began before the start of the school year, a more systematic data dialogue began on October 12, 2012 when our principal and instructional specialist attended the Transformation Plan Data Dialogue at the DPS Harris Bldg. with other DPS Priority Schools. Armed with the Golden Package data for Noble School, we continued this data dialogue with our administrative team in after school meetings throughout October and later shared parts of the Package in staff committee discussions and grade level groups.

On examination of the Michigan Department of Education Top-to-Bottom ranking, it was noted that the two-year averages in reading, math, science, social studies and writing were all substantially below state averages, leaving Noble School with a ranking of 4. Thus, Noble School students performed better than only 4% of Michigan's schools statewide. In analyzing Michigan assessment data obtained from the Golden Package, the two-year average MEAP score for Noble elementary and middle school students was just 26.1% proficient for reading and 8.6% for math. The two-year average for elementary-middle school science was just 2.1%, while the average for social studies was just 1.6%. The two-year MEAP writing score average was 7.3% proficient.

School ranking against percentage of economically disadvantaged students indicates that Noble ranked as well or better than most other schools with 80% or more economically disadvantaged students. Enrollment fell from 543 in 2009-10 to 429 in 2011-12, but rose to 506 this year.

Demographic subgroup data indicates our students are 56% male and 44% female, 98% black, 1% white and 1% multiracial. Students with disabilities comprise 22% of our total enrollment, and the total number of students with disabilities has remained fairly constant for the past three years, around 100. We have no students identified as Limited English Proficient. Economically disadvantaged students make up 91% of our student population, while 89% of our students have been at Noble at least a full academic year. The relatively high percentage of students in attendance for at least a full academic year indicates that the data reflects student learning at Noble School.

Attendance data from 2009-10 indicates an average attendance rate of 86%, while the 2010-11 rate fell to 69%, and the 2011-12 rate rose slightly to 73% according to the School Data Profile. The attendance rate required for Adequate Yearly Progress (AYP) is 90%, so our most recent years' rates fall significantly short.

Analysis of 2011-12 behavior referral data from the RESA Student Information System reveals 381 disciplinary suspensions during the school year, with 119 for fighting, 95 for disorderly conduct, 74 for truancy and 37 for insubordination. Data for this year indicates that in the first 36 days of school, there have been 89 out of school suspensions: 23 for disorderly conduct, 18 for fighting, and 13 for threats of violence/coercion. That is an average of 2.47 suspensions per day.

Perception data from interviews with staff and parents from last year indicate that the school was very disorderly with truant students in the halls, hiding in various locations, and even, engaging in sexual activity in stairwells. The school was dirty, and vandalism occurred frequently. Students have described trouble with bullies in the past and fear of coming to school. Visitors and volunteers have observed that the climate is much more orderly this year, both inside the classrooms and in the hallways, and that students appear to be on task.

A parent survey completed by 23 parents at Open House indicates that 65% of respondents believe the education at Noble compares favorably with the best schools in Detroit. Seventy percent of those surveyed believe that classroom experiences are based on research-based practices, and 83% believe the education received at Noble will prepare their child to compete for jobs internationally. Sixty percent believe that their child's teacher keeps current with "the latest and most effective practices in education." Ninety-five percent believe that teachers, students, and families at Noble work together to make sure students are learning, and 96% believe that the changes at Noble this year are positive with 78% agreeing strongly. Though the sample size is small, the survey indicates positive sentiment toward the initial reform efforts at Noble.

With serious deficits in the areas of attendance, behavior and student achievement, the team agreed that the wrap-around approach provided by Diplomas Now would support our efforts to change school climate and culture while raising student achievement. The extra human resources, along with job-embedded professional development and collaborative team approach will provide support to teachers as they address students' individual needs. Additional supports will include core content facilitators from Johns Hopkins University, who will work with grade 5-8 teachers and resident instructional specialists two days per month, and additional resources, such as math lab, character education and study skills curricula.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Describe how the building principal was replaced or how the existing principal meets the 2 year rule. Please include the leader's name and discuss how the leader meets the criteria for a turnaround principal.

The principal of Noble Elementary-Middle School was replaced by Detroit Public Schools on July 1, 2012, thus Principal Angela Broaden meets the "two-year rule." Mrs. Broaden is an experienced administrator with a proven track record of high expectations and utilizing data to meet AYP. She holds a Masters' degree in Elementary Education with Michigan Building-level and Central Office Administrative Certification. Mrs. Broaden began her career in New Orleans Public Schools teaching emotionally impaired students. Upon joining Detroit Public Schools in 1987, she taught in a self-contained emotionally impaired classroom and later served for several years as resource room teacher and lead special education teacher.

As assistant principal at the Dewey Center for Urban Education and later at Dixon Elementary-Middle School, Mrs. Broaden coordinated the PK-8 curriculum and completed special education teacher evaluations. In 2002, Mrs. Broaden was promoted to principal of Langston Hughes PK-8. During her tenure, Langston Hughes students made AYP for eight consecutive years. In 2010, the Langston Hughes program was moved to Taft, where following the district's Reform Model, she interviewed and replaced 50% of the staff. Successfully combining two school communities under the Reform Model, she empowered teachers to research and employ best practice strategies while working with the Resource Coordinating Team to meet the needs of a diverse group of middle school students. Acquiring grants for building enhancements, she ensured that classrooms had technology and curriculum resources to optimize teaching and learning. She reached out to parents and invited them to be active partners in their child's education.

In addition to leading the reform in her own building, Mrs. Broaden served as an administrative team leader for eight principals. She led data analysis and goal-setting sessions, providing feedback, encouragement, and support to assist those principals who had not yet achieved her level of success. With these accomplishments behind her, Mrs. Broaden was selected to lead the implementation of the Priority School Transformation at Noble Elementary-Middle School.

Angela Broaden receives high praise from supervisors and subordinates alike for her student-centered focus. Known as a details-oriented leader, she has managed complicated reorganization and restructuring projects with grace and diplomacy, bringing all stakeholders together for the benefit of the students. In developing a shared leadership framework, she has nurtured the capacity and aspirations of her staff through leadership and professional growth opportunities, while maintaining a positive, collaborative climate in her schools. She has created a data-driven process for steady improvement, and managed general and Title I budgets efficiently. These qualifications make Mrs. Broaden an ideal candidate to lead the transformation of Noble School in an era of high expectations and even greater challenges. With an eye on students' physical, academic, social and emotional growth, and a genuine concern for students and staff, she is well-suited to the task at hand.

Detail the collaborative (teacher and principal) process used to create a teacher and leadership evaluation plan and explain how the evaluation includes student growth as a significant factor.

Evaluation Process/Tools

New evaluation processes for teachers and school leaders are based on:

- 1) a set of professional standards that define effective teaching and leadership
- 2) student achievement outcomes
- 3) continuous improvement and accountability

These evaluation processes reflect the interdependence of evaluation, professional development, and accountability; grounded in the belief that the assessment of teachers and instructional leaders must be based on a set of clearly defined performance standards connected to student performance outcomes. Professional development and support must be directly linked to performance standards; and teachers and leaders must be held accountable for meeting these expectations. These understandings represent the foundation from which the teacher and principal evaluation process was designed.

Teacher Evaluation Tool/Process

The Detroit Public Schools Academic Plan puts the needs of children front-and-center, but also specifically lists teacher effectiveness and accountability systems, including evaluation tools, as necessary to get the job done. Individuals at all levels of the district play a crucial role in this process - from district administration to principals, from coaches to teachers - everyone must work to uphold rigorous standards for teaching and support teachers to attain it.

The rubric upon which all evaluations are based sets clear, rigorous expectations across multiple levels, and contains recommendations for professional development in cases where teachers might demonstrate needed growth in a particular competency. All teachers will receive regular feedback, and teachers who demonstrate below average development will receive feedback more often and have the opportunity to engage in meaningful one-on-one and small group professional development.

In Detroit, we value our teachers immensely and are keenly focused on teacher development. Success within our system requires partnerships at and across levels; between teachers as peer evaluators, between principals as collaborators and thought-partners, and between principals and teachers. Only by creating a culture built around a common understanding of what good teaching is can we expect our teachers to flourish and our students to achieve the high standards we hold for them.

The Teacher Development and Evaluation Rubric

To ensure that we are assessing quality teaching in the classroom with most rigorous standards, Detroit Public Schools will weight a teacher's evaluation as 60% of the total teacher evaluation score. The Teacher Development and Evaluation rubric is designed to comprehensively define "excellent teaching" for the Detroit Public Schools and provide a common language through which we can discuss, evaluate, and professionally develop our school-based staff to improve year after year.

In order to evaluate teachers as objectively as possible, Detroit Public Schools will weight appropriate standardized assessments (MEAP, MME, district quarterly benchmark assessments) as 25% of a teacher's evaluation score. MEAP scores will be tracked for each student each year and for teachers in MEAP-assessed subjects, the district will analyze trends in students' scores and assess improvement over previous years. Those teachers whose students consistently improve in standardized assessments will be rated favorably; those teachers whose students consistently do not improve will be rated unfavorably.

Principal Evaluation Tool/Process

Effective school leaders are also critical to the work required to improve teaching and learning. Building a community of instructional leaders

who are able to support teachers in improving instructional practice and create the necessary structures and systems required to effectuate this work is an essential element of comprehensive reform.

The creation of a comprehensive principal evaluation system is a core element of leadership professional development and continuous improvement. To that end, in January 2013 the District will begin the work of improving our existing principal evaluation system, in collaboration with a focus group of school principals that is based on a continuous improvement model and shared accountability for student learning and achievement. The evaluation system will improve the capacity of the principal to improve teaching and learning by:

- *Creating a shared vision of effective leadership
- *Providing meaningful feedback to principals that support the refinement of their work
- *Providing qualitative and quantitative data that drive the design/adjustments of the comprehensive principal professional development plan
- *Creating a system of accountability

In addition, effective August 9, 2010, the District revamped principals' employment agreements and compensation structure to base each principal's tenure and compensation upon certain specified performance indicators, particularly student achievement. Article VIII of the District's Administrative Employment Agreement with principals provides that salary step advancements and annual performance reviews will include, but not be limited to, the following:

- ¢ Achieving prescribed student performance targets
- ¢ Management of budget - general purpose, school-based and federal;
- ¢ Student attendance goals;
- ¢ Suspension/expulsion goals;
- ¢ Graduation goals;
- ¢ Thoughtful implementation of program recommendations as a result of school diagnostic reviews;
- ¢ Satisfactory completion and implementation of SIP academic plans;
- ¢ Participation and engagement in prescribed professional development opportunities; and
- ¢ Establish a school leadership team focused on strategies to dramatically increase student achievement as measured by national, state and District assessments.

Decisions regarding each principal's salary step advancement (i.e., compensation) and contract renewal will be based upon his/her performance.

Specify how the school will identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes.

The identification criteria used to reward school leaders, teachers and other staff will be related to successful transformation as evidenced by an increase in student achievement for the following school year. As school communities improve their proficiency, they may become eligible for a reward. This reward could include a multi-year contract for principals who meet their performance objectives, or if budgets can support, bonus recognition for other staff.

In order to achieve a rapid but lasting turnaround, our goal for increased student achievement will be a 10% increase in the number of students scoring proficient on the MEAP (or the CCSS replacement assessment) each year in the four core content areas. This reasonable

goal will put us on a steady trajectory to 100% proficiency. Teachers will have additional sources of data available to demonstrate student growth, including, but not limited to MAP, DIBELS, and Star Reading and Math. Instructional specialists/testing coordinators will assist teachers with data interpretation and goal setting.

Noble staff shall earn recognition for increased student achievement in a variety of ways. Leaders will openly recognize the accomplishments of staff at staff meetings, through personal letters, and by way of school announcements over the school intercom system. Staff will also receive certificates and data will be displayed for all to see. Highly effective teachers will have opportunities to serve as grade level lead teachers and to share their expertise with the staff in professional development.

Leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes will be counseled and required to attend additional professional development. Instructional specialists will work closely with staff to team teach and demonstrate effective teaching practices. When all attempts have been exhausted and there has been no change in student achievement, teachers may be evaluated "minimally effective" or "ineffective." The school principal can opt not to have these staff member return to the school for the following school year. School leaders who fail to increase student achievement will be monitored by the assistant superintendent and given verbal and written warnings. In the event that school leaders do not show improvement, they shall also be asked not to return. The District process for removal will be followed.

Describe plans and timelines for ongoing, high quality, job embedded professional learning (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional learning is aligned and designed to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

In a logical progression, results driven education for students requires results driven staff development for educators (Spark and Hirsh, 1997).

During the 2012-2013 school year, the professional development (PD) will include ongoing, systematic, and job-embedded experiences to enrich and enhance the skills sets of teachers in the areas of planning and preparing, engaging students in learning through high quality instruction, as well as utilizing assessment appropriately in instruction. All PD will focus on helping teachers and administrators pay close attention to the classroom environment and improve student learning. Administrators will receive PD to broaden their leadership skills, provide instructional leadership for their staff, help themselves and their staffs become more reflective, maintain accurate records, grow and develop professionally, and show professionalism. As we move to increase achievement on standardized tests for the State and at the National level, we have adopted a city-wide common assessment (NWEA-MAP) that will enable staff to diagnose, monitor, and increase student achievement through the utilization of data to modify and enhance instruction. Decisions for PD were based upon the needs of the building-level staff members and the analysis of the data collected from the standardized assessments. District PD activities are aligned to the State PD Standards.

Professional learning at Noble School occurs in many forms and a variety of venues. At the district level, Detroit Public Schools (DPS) hosts both mandatory and optional workshops for teachers and school service aides to help them keep pace with curricular changes, and expand and develop their professional practice. A minimum of five district-wide PD days are scheduled each year. District offices utilize these occasions to introduce new curriculum, and support technology applications and textbook adoptions affecting a wide audience. The DPS PD Office offers optional workshops to support best instructional practices and technology applications at the early childhood, elementary, and secondary levels. Staff members register online, receiving registration confirmations and email reminders. State Continuing Ed. Clock Hours

(SCECH) are tracked. Certain district-wide PD days are allocated to PD chosen at the local school level, and these days will be utilized for our specific PD foci: subject specific pedagogy, differentiated instruction, and strengthening the sense of school community and eliminating behavior problems.

DPS also provides all instructional staff with a subscription to PD360, an online, on-demand, professional learning environment. PD360 combines the best of self-paced and self-selected PD with a social network, encouraging collaboration and resource sharing with educators around the country. Besides offering an extraordinary number of PD videos and modules, PD360 provides a platform for creating a professional portfolio. It allows administrators to monitor the PD efforts of their staff, and to recommend topics for staff exploration.

At the local level, weekly staff meetings and collaborative planning meetings serve mainly as PD time. To prevent staff meetings from being consumed by routine or procedural information, we rely on the use of daily and weekly note postings and email bulletins. Thus, most of the two-hour weekly meeting is reserved for PLCs or topics affecting the entire staff, such as CCSS implementation. Our ELA specialist, math/science specialist, and special education resource specialist provide job-embedded PD and in-class support for best instructional practices, particularly differentiated instruction and technology integration, better equipping teachers to meet the varied needs of our learners. Our partnership with Diplomas Now brings ELA and math facilitators from Johns Hopkins University into our building two days per month, to collaborate with our instructional specialists and provide job-embedded PD to our grade 5-8 teachers through co-teaching and demo lessons.

New tools and strategies will be piloted in our staff meetings. One activity we will try this year is modeled on the "flipped classroom," a teaching method in which participants are assigned some content to view before coming together to manipulate and apply the lessons learned in the classroom, or in this case, in a professional learning community setting. We will select content aligned to our school transformation goals, assign it to staff, then come back together after viewing it, to address how best to utilize the practices in our classrooms. Perfecting this method with staff will also help teachers adapt this technique for use with our middle school students.

A PD calendar will designate monthly meeting time for vertical and horizontal collaboration, in the form of content-area teams and grade-level PLCs. The groups will conduct book studies and utilize online discussions and video chats to leverage time spent in actual meetings. The leadership team will investigate a variety of methods to promote the development of best practices, including walkabouts, virtual tours and instructional rounds. Discussion questions will provide laser-focus for PLC discussions. Staff needs will be assessed via quarterly surveys to ensure timely and appropriate content. Evaluations will be used afterwards to assess effectiveness and determine next steps.

Title I funds will be used for a two week summer PD aligned to our goals. During the summer of 2013, the focus will be on "Teaching with Love and Logic." The ELA focus will be reading strategies for specific genres, especially expository text, and the writing process. Math PD will focus on concrete-representational-abstract progression, problem-solving, and vocabulary development. Science and SS consultants will focus on content area literacy and subject specific pedagogy.

Sparks, D., & Hirsh, S. (1997). A new vision for staff development. Alexandria, VA: ASCD.

Detail how the school will implement strategies, such as increased opportunities for promotion and career growth, and/or flexible working conditions, designed to recruit and retain staff to meet the needs of students in a transformational school.

The District in collaboration with the Detroit Federation of Teachers negotiated new contractual language allowing for operational flexibility that will support school transformation/turnaround efforts. This operational flexibility includes flexibility with staffing, school calendars, school times, budgeting, professional development activities, and other operational duties that will support the comprehensive approach to substantially increase student achievement and increase graduation rates.

The transformation/turnaround schools will work in conjunction with the Detroit Public Schools (DPS) Talent Acquisition Department, (TAD) in the development of promotional opportunities and career growth as well as enhancing flexible work arrangements to meet the needs of staff.

The District has a strategic focus on recruitment with most activities supplemented through face-to-face recruitment visits concentrated on new sources for applicants. Job fairs, presentations at teacher training institutions and regional meetings are typical. Transformation schools will benefit from sustainable relationships with institutions of higher education to recruit highly qualified individuals through traditional and alternative certification routes.

The Transformation/Turnaround Schools with support from the TAD will enhance its University partnerships and expand upon its community based relationships for the purpose of sourcing highly effective teaching staff.

Project Pathways Transition to Teach Grant Program

A partnership initiative between Wayne State University (WSU), the Detroit Public Schools (DPS) and the Detroit Federation of Teachers (DFT) designed to expedite the opportunities for current non-certified employees to obtain teacher certification and ultimately increase the certified teacher pool for the district. Project Pathways will assist the Transformation Schools in increasing the pool of qualified teachers.

Michigan State University's Urban Immersion Teacher Program

Designed as a seven-week immersion experience, fellows work with the DPS Transformation Schools, youth and families. The intent of this collaborative effort is to facilitate the readiness of teacher candidates to provide future leadership in urban education; which will facilitate access, by DPS, to a talent pool for future employment recruitment. All fellows are assigned a master teacher/supervisor, engage in orientation and reflective seminars, as well as receive in-depth exposure to DPS, Transformation Schools, community and resources.

District-university Student Teacher Program

The Student Teacher Program is designed to attract pre-service teachers from the Detroit-area universities, as well as in and out-of -state schools of education, by offering support through the final phase of the traditional teacher certification process. They are lead and mentored by Transformation School's Cooperating Teachers.

Promotional Opportunity/Career Growth

The Transformation schools have numerous career path opportunities with regard to the advancement of Teachers. The positions include both Instructional and Administrative responsibilities. Growth and/or Career Opportunities include, Cooperating Teachers, Coaches, Instructional Specialists, Instructional Technologists, Academic Engagement Officer, Assistant Principals and Principals.

Flexible Working Conditions

The Transformation/Turnaround Schools with the support of the District's Compensation and Benefits Department will enhance retention strategies by re-evaluating the existing compensation program and determining inequitable practices and making adjustments as appropriate. There are plans for the incorporation of a wellness program, addressing the needs of the District's aging teacher population. Additional efforts are being made to enhance the existing Family Medical Leave program, through the incorporation of earned vacation time for absences occurring within such a period. Continuous use of the sick leave donation program will assist with retention efforts for teachers struggling with medical related factors.

Additional retention successes are expected due to the modifications of Teacher Performance requirements thereby ensuring that highly effective teachers are placed within the District, ultimately positively impacting the environment for staff and students.

At the building level, the collegial atmosphere created in our Administrative Team and Professional Learning Communities is enhanced by

our common purpose and collaborative framework. Bolstered by specialists and support staff and provided with job-embedded professional development to help practices evolve, a foundation has been created for continuous improvement. Leadership opportunities include mentoring new and student teachers, and serving as a committee chairperson or on the Administrative Team. There will be increased support for classroom innovation as teachers demonstrate their effectiveness at raising student achievement.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Specify how the school will use data to identify and implement an instructional program that is research-based and aligned from one grade to the next, as well as with state standards.

Michigan has adopted the Common Core State Standards (CCSS) as the K-12 framework to prepare students for college and career readiness. The CCSS, which articulate vertically across the grades and horizontally within content areas at each grade, provide a blueprint for ensuring that students acquire the knowledge and skills they will need to successfully compete nationally and internationally for jobs. We have begun using the CCSS when planning instruction and assessment.

For the 2013-2014 school year, the leadership team will use a Response to Intervention model to address students' diverse needs and foster school improvement. Designed for use in the general classroom, Rtl uses graduated levels, or tiers, of support, individualized goals, and frequent monitoring to tackle students' specific learning and behavioral problems. All students will receive Tier 1, or core, instruction. Students scoring "some risk" will be placed in Tier 2 and will receive additional targeted instruction through a twice weekly afterschool program, which supplements core instruction. Students scoring "at risk" will be placed in Tier 3, where, in addition to core instruction, they will receive small-group or one-on-one intensive interventions with school service aides, ed techs, or City Year corps.

Ongoing data collection and analysis are an important part of Rtl, so staff will collaborate to analyze data on a regular basis. Time is allocated during Wednesday staff meetings to analyze data following various assessment periods. There are also specific dates set aside to view student work samples. Instructional specialists and special education resource room teacher will work with teachers to differentiate instruction through work stations, flexible grouping, and tiered assignments. DIBELS and MAP data provide specific directions for grouping students according to strengths and weaknesses along the various domains in ELA and math.

Based on research conducted at Johns Hopkins University, the Diplomas Now team will hold biweekly Early Warning Indicator (EWI) conferences, a data-driven process, in which middle school teachers will identify students in grades 5-8 who have excessive absences, one or more suspensions, or an F in ELA or math. They will become focus students for wraparound interventions, which include family support by Communities in Schools (CIS), "near peer" mentoring and academic support from the City Year corps, and continued monitoring until data (attendance, achievement, anecdotal, etc.) indicates they have made progress, and they are removed from the focus list.

The entire building will focus on schoolwide initiatives aimed at raising students' literacy and numeracy skills and creating a culture where academic success is celebrated. Reading and writing every day will be a priority across the curriculum. We will emphasize the importance of independent reading and support students in building stamina for increasingly challenging texts. We will focus on the writing process through a monthly building-wide focus, that encourages all to develop their capacity to write for a variety of purposes, including research. Staff will be deployed strategically to maximize literacy development.

We will help all grade levels develop key mathematical fluencies necessary to prepare students for Algebra and high school math. Our emphasis on problem-solving will help students develop critical thinking skills in a supported, yet challenging environment. In order to promote success in our students who have failed to achieve proficiency in the past, we will utilize the concrete-representational-abstract model for developing mathematics understanding at all grade levels. Teachers will utilize manipulatives and measurement tools to develop concrete understanding before using drawings, diagrams, or charts, then finally transition to symbolic or abstract representations. Research has demonstrated that this method is effective with all students and especially effective with students who struggle with math, like many at Noble.

Research suggests and our data seems to confirm that students in high-poverty communities face challenges that require more than just good instruction every day. These students require intensive academic and social-emotional support to overcome barriers they face. We will implement a character education program school-wide, to provide the skills students need to become resilient, self-directed learners. Staff will be trained to model, teach and assess the traits and attitudes of our Noble Learner Profile. We will invest in picture books to introduce the traits and prompt discussion, and posters for classrooms and common areas to serve as constant reminders. Our middle school students will participate in a character education program, funded by Diplomas Now, that incorporates study and life skills to build resiliency. The program is linked to improved middle and high school student engagement, achievement, and graduation rates. To promote academic success and create a foundation for learning, we will also promote peer mediation and conflict resolution groups.

We will capitalize on learning technologies in all grades to increase student engagement and prepare students for effective communication and technical careers. All students will have access to computers, and our eighth graders will have take-home netbooks. We will pilot the flipped classroom model with our eighth graders, in which students "frontload" new content for homework, a video to watch on the netbook with formative assessment, for example. They come to class the next day to apply the content in collaborative groups with support from their teacher. Achievement and survey data will help to assess the effectiveness of this model.

Sousa, D. (2007). How the brain learns mathematics. (pp. 186-189). Thousand Oaks, CA: Corwin Press.

Describe how the school promotes the continuous use of individual student data (such as formative, interim and summative) to inform and differentiate instruction to meet individual student needs.

Detroit Public Schools has created a district-wide Assessment Schedule, including formative, interim and summative assessments, which ensures the regular and systematic collection of data by a variety of measures. Several interim assessments allow teachers to measure growth. These include Star Reading/Early Literacy and Star Math testing for K-8 at the beginning and end of each school year to establish a baseline for reading and math proficiency and measure student growth. Benchmark assessment of early literacy skills is conducted K-5 through DIBELS at the beginning, middle and end of the year, with progress monitoring in between. These results allow teachers to group students according to skill deficits for Burst Interventions in grades K-3, and to ensure that students have access to reading materials at their instructional level. A new addition to the DPS Assessment Calendar is the NWEA MAP Test. This is administered to grades 2-8 in November, February and May. The MAP Test is computer adaptive, and allows teachers to make instructional decisions and track student progress. It will provide data to help teachers differentiate instruction, predict proficiency on high stakes summative assessments, and enable flexible grouping. It will determine precisely which concepts a student has mastered, and on which areas to focus for academic growth. The test allows schools to track growth, even if the student changes schools within the district.

The MEAP Test will change to a summative Smarter Balanced Assessment based on Common Core State Standards by the spring of 2015. In the meanwhile, it will continue to test grade level content expectations. Eighth graders take the ACT Explore Test in the spring. It covers English, math, reading, and science, and assesses the skills and knowledge needed for college readiness. Results include suggestions for improvement in various subject areas.

There are many opportunities for formative assessment, and we will utilize the results of these to plan and alter instruction in the classroom. A variety of assessment strategies will be used in order to maintain student engagement and address different learning styles. PD will focus on effective assessment strategies and tools, and our instructional specialist/testing coordinators will maintain a file of assessment ideas.

Instructional specialists and our special education resource room teacher will meet with individual teachers, grade-level teams and content area teams to disseminate and analyze data. These opportunities will be used to share ideas and resources for differentiating instruction according to current data, drilling down to specific domains and learning objectives for individual students. Data will be used to group and regroup students for specific interventions.

Data walls will be utilized throughout the building to provide students, parents and staff with graphic illustrations of progress toward learning goals. Parents were provided Common Core Parents' Guides for each grade level at our Fall Open House, which explained expectations at their child's grade level. At Parent-Teacher conferences, teachers will provide Parent Reports from MAP, MEAP, DIBELS and Star Reading/Math for each child to explain student progress and discuss future goals. Student MAP Goal Setting Sheets will be used with students to set learning goals and plan practice activities. The multiple measures of assessment will create a multi-faceted look at a student's mastery at specific times, providing valuable information for teachers, parents, and students. If a student is referred to the Resource Coordinating Team, the team will have a wealth of information available to inform the process.

We will expand staff engagement and collaboration in Professional Learning Communities (PLCs) by allocating time once per month into our staff meeting schedule. As one of our most important strategies for continuous improvement in raising student achievement, PLCs will provide opportunities for teachers, specialists and administrators to work together, using achievement data to improve instruction and engage all students for success. Curriculum based assessments, performance tasks, and student work samples will also yield important information as teachers meet to collaborate with their colleagues to best meet the needs of individual students. Opportunities for instructional staff to meet in content area teams once per month to share and analyze data will enable vertical collaboration and continuity across the grade levels. This schedule may be changed and adapted as needed to meet the instructional planning needs of our staff.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Explain how the school will establish schedules and strategies that provide for increased time for all students to learn core academic content by expanding the school day, week or year (specify the amount of time added). Include enrichment activities for students and increased collaboration time for teachers.

Detroit Public Schools will extend the school year by four weeks. This Extended Year will give students additional learning opportunities.

Noble will create a strategic schedule that will increase time for all students to learn in the core academic content areas. The schedule will reflect additional instructional time allowed throughout the daily routine. Supplemental time of fifty (50) minutes three days a week will be implemented in the master schedule for all grades K-8, as a result of the 2012 DPS/DFT contract. This strategic plan will give all students an additional total increase of 135 minutes a week of academic content instruction. Over the 44 week school year, this represents an additional 100 hours of instructional time and 300 hours over the three year period. The increase of time will allow teachers to maximize classroom instruction for all at-risk students through: individualized learning plans based on ongoing data collection and interpretation, staff collaboration, student/teacher conferencing, flexible grouping, differentiated instruction, and enrichment activities to increase student achievement.

Supports to maximize learning

Afterschool Tutoring/Homework Help - These activities provide direct assistance with classroom work; they will be supported by our City Year "near peers." Tutors and teachers will help students complete their homework, prepare for tests, and work specifically on concepts covered during the school day. The optional program will add two hours to the school day twice a week for registered students. They will receive a hot supper and supplementary instruction in English Language Arts and math.

In-class support: One-on-one or small group instruction provided by professional instructional staff or City Year corps members.

Writing Process Instruction: Teachers will create monthly writing prompts for all students building-wide. This activity will be implemented to help students improve their writing skills and increase test scores.

Intensive Intervention Summer Program: Once the district-wide Extended Year has ended, Noble School will host a two week program for our intensive intervention group. This will provide additional time for targeted interventions in smaller class groups.

Enrichment opportunities

Research Skills Development: Students in grades K-8 will acquire skills through participation in group research, utilizing reading and writing strategies and building toward conducting independent research.

Project-based Learning: Students in grades K-8 will participate in enrichment activities during the last period each Friday. A variety of activities will be offered, with possible rotation throughout the year. Sample activities will include Student Council, Peer Mediation, Visual Arts, School Newspaper, and Young Men of Distinction. Students may participate in field trips and assemblies associated with their enrichment activity.

Enrichment/Service Options: Students will have opportunities to participate in a variety of supplemental activities, such as Academic Games, Chess, Safety Patrol, Media Squad, Book Clubs, Recycling Team, etc.

"Go Green" School Energy Challenge: Students and staff work together to lower school energy costs by 10%.

Research has proven that smaller class size will help increase student achievement and close the achievement gap for all students. To the extent possible, staff will be hired in order to lower class sizes. Where smaller class size has been evaluated, test scores have indicated a correlation between higher academic achievement and lower class size. Evaluations of smaller class size concluded that the major difference in smaller class size is increased individualization.

Teacher collaboration will figure prominently in our Transformation Plan, and a schedule for vertical and horizontal team meetings will be created each year. Weekly staff meetings have been extended to two hours, providing time for collaboration every week. Instructional specialists will work with teacher teams to analyze data, plan instruction and assessment, and differentiate instruction. Noble School staff will utilize the increased flexibility extended to Priority Schools to schedule collaborative planning sessions and professional development opportunities aimed at ensuring the instructional cycle meets the needs of students at, below and above grade level.

Lee, J. S., Yamashiro, K., Flaherty, J., & Gutierrez, D. (1998). Class Size Reduction.

Describe strategies for continuous engagement of families and community. Detail how the school will provide for the ongoing family and community engagement.

Noble School has partnered with Communities In Schools (CIS), City Year, and Talent Development through Diplomas Now (pending approval of contractual agreement) to ensure parental and student support through community partnerships. CIS will provide resources from brokered partners to support the school wide need for dental, vision, and clothing necessities. Mobile Dentist, SVS Vision and local church partners will provide students with services at the school free of charge once parental consent has been obtained. Parents will be asked to participate in an annual open house, health and wellness night, mother-son and father-daughter dinner dances, quarterly parent-teacher conferences, and monthly meetings organized by the approved parent group. Community partners will provide monthly trainings to increase and empower parents with the skills they need to assist their child(ren). The Parent Resource Room will be open daily from 10:00-2:00pm for parents. The resource room will consist of tools from various agencies and an open computer lab.

Parents will be invited to participate in student-centered family engagement events, which provide instruction for parents on helping their children with homework and communicating effectively with teachers. The school staff will include family members in special events and activities intended to connect them with valuable community resources and to prepare their children for college and careers.

As an added benefit to Diplomas Now schools, we will receive three days of workshop services from Johns Hopkins University National Network of Partnership Schools (NNPS) each year. We will leverage these to build an Action Team for Partnerships that will enrich our programs and practices, while strengthening family and community involvement. NNPS programs aim to energize school teams for the arduous task of involving parents and community members in school improvement efforts.

"Based on more than three decades of research on parental involvement, family engagement, and community partnerships, NNPS's tools, guidelines, and action team approach may be used by all elementary, middle, and high schools to increase involvement and improve student learning and development," explains Dr. Joyce L. Epstein, Founder and Director of NNPS.

NNPS offers assistance as schools build their Action Teams for Partnerships by providing workshops on such topics as:

Ensure successful transitions of highly mobile students and families

Involve single parents in partnership activities

Develop effective volunteer programs

Involve fathers in partnership activities

Setting up a TIPS Interactive Homework Process (Teachers Involve Parents in Schoolwork)

Focus partnerships on student math achievement

Design family fun and learning nights

Make big decisions: Involve families with students in planning postsecondary paths
and many others

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Describe how the district will provide the school with operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

The District in collaboration with the Detroit Federation of Teachers negotiated new contractual language allowing for operational flexibility that will support school transformation/turnaround efforts. This operational flexibility includes flexibility with staffing, school calendars, school times, budgeting, professional development activities, and other operational duties that will support the comprehensive approach to substantially increase student achievement and increase graduation rates.

The school leadership team will utilize this flexibility to the best advantage of the students and staff at Noble when creating schedules, calendars and budgets. The needs of our students will guide these activities, and there will be regular review and evaluation of their effectiveness in raising student achievement.

Describe how the district will ensure that the school receives ongoing, intensive Technical Assistance and related support from the district ISD, Michigan Department of Education, or other designated external partners or organizations.

The District has created an Office of School Turnaround which includes the following staff:

(2) Assistant Superintendent for Priority Schools - The Assistant Superintendents are responsible for the coordination of all Priority School support (external supports, such as WRESA Coach support, SEA support, partner providers and others), monitoring, and evaluation required to fully implement the selected reform model. In addition, the Assistant Superintendents will be responsible for monitoring the effectiveness of the level and type of support provided by external supports.

Priority School Coaches - Priority School Coaches are responsible for providing on-site professional development and support for principals and teachers around the work required to implement the reform model and change the trajectory of student achievement. Coaches are also responsible for collecting data and evidence that will be shared with the Assistant Superintendents for Priority Schools and the Office of Professional Development to inform the professional development and support program for each school.

Grant Compliance Officer - The Grant Compliance Officer will support the District in determining how to effectively utilize the District set-aside to meet the individual needs of all Priority Schools.

Assurances Report

Michigan Department of Education Assurances

Priority Assurances

Assurance	Certified	Comment/Attachment
Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.)	Yes	Detroit Educator Evaluation Process Manual 8-2012.pdf
Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)	Yes	Subject to change according to need or District calendar Noble Professional Development Plan 2013-14.docx
Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)	Yes	Supplemental time of fifty (50) minutes three days a week will be implemented in the master schedule for all grades K-8, as a result of the 2012 DPS/DFT contract. This will give all students an increase of 135 minutes a week for academic content instruction. This increase will allow teachers to maximize classroom instruction for all at-risk students through: individualized learning plans based on data collection and interpretation, staff collaboration, student/teacher conferencing, flexible grouping, differentiated instruction, and enrichment activities to promote student achievement. Master Schedule 2012-2013 (Revised Nov, 2012).docx

Reform Redesign Report

Noble Elementary-Middle School

Our school provides additional time to improve student learning and engagement through enrichment activities for students.	Yes	All students will have some choices as a component of differentiated instruction. In addition, flexible grouping will allow students testing proficient on pretests to engage in enrichment activities. Instructional specialists will work with teachers to ensure that students at all points on the proficiency spectrum benefit from engaging and enriching experiences in the classroom. All students K-8 will participate in staff-led enrichment activities each Friday afternoon, such as Student Council, Peer Mediation, School Newspaper, Visual Arts and Young Men of Distinction.
Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.	Yes	Dedicated time for vertical (across grades within a content area) and horizontal (grade level) collaboration has been allocated in the school's Professional Development Calendar. These opportunities will be supported by the school leadership team and facilitated by the instructional specialists to ensure continuity and fidelity of plan implementation. <u>Noble Professional Development Plan 2013-14.docx</u>

Reform Redesign Report

Noble Elementary-Middle School

<p>Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.</p>	<p>Yes</p>	<p>The District, in collaboration with the Detroit Federation of Teachers, negotiated new contractual language allowing for operational flexibility that will support school transformation/turnaround efforts. This operational flexibility includes flexibility with staffing, school calendars, school times, budgeting, professional development activities, and other operational duties that will support the comprehensive approach to substantially increase student achievement and increase graduation rates. Detroit Public Schools will supply the CBA once language has been agreed upon. DAEOE.LOA.PrioritySchools.pdf</p>
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